UNC CHARLOTTE MUSIC

Music Education Sophomore Interview Exam (MESIE) Faculty Evaluation Form

To be completed by Candidate:

Candidate_____   Date _____

Faculty Member_____   Course(s) in which
candidate was taught_____

To be completed by Faculty Evaluator:

I.   Musical Development
Please assess the music teacher candidate on the attributes listed below by selecting the button corresponding to the best fitting descriptor for the candidate's ability. Add comments in the space provided and/or provide additional documentation as necessary.

Behavior	Not Observed	Candidate demonstrates poor skills in this area.	Candidate regularly demonstrates competence but requires work in specific areas.	Candidate demonstrates competence in this area.	Candidate demonstrates superior skills in this area.
Score	N/O	1	2	3	4
Musicianship					
Technical Development					
Artistic & Interpretive Development					

Please provide specific comments regarding musical development (if applicable):

II. Professional Dispositions

Please select the button below the number for each disposition corresponding to the descriptors listed that best reflects the candidate's abilities. Add comments in the space provided and/or provide additional documentation as necessary.

The candidate:	Evaluator Rating	Needs Improvement	Meets Expectations	Exceeds Expectations
I. Impact	**0 = Not Observed**	**1**	**2**	**3**
1. Demonstrates the belief that all individuals can succeed	0 1 2 3	Does not set/convey high standards for all learners/colleagues; doesn't persist in helping all achieve success. Displays inequitable treatment of learners/colleagues.	Sets/conveys high standards for all learners/colleagues as appropriate, and persists in helping those learners/colleagues achieve success.	Consistently sets and conveys high standards for all learners/colleagues as appropriate, and persists in helping those learners/colleagues achieve success.
2. Respect and respond to individual needs	0 1 2 3	Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals; makes derogatory remarks, or rejects views based on gender, sexual orientation, exceptionalities, race, culture, religion, or socio-economic background.	Consistently models respect for all people. Written work and other expressions reflect understanding of diversity.	Consistently models respect for all people. Work reflects a commitment to diversity. Seeks forums or leads efforts to advocate for equity and consideration of diverse perspectives through appropriate means.
3. Provides equitable learning and development opportunities for all	0 1 2 3	Displays inequitable treatment of learners; fails to provide extra assistance or alternative learning experiences when needed. Gives preferential treatment to some individuals, or neglects others.	Displays equitable treatment of learners; provides appropriate experiences for all individuals in their care.	Displays equitable treatment of learners; interacts in ways that support individual differences and diverse student experiences. Provides appropriate experiences for all individuals in their care. Works to influence others' provision of services for those beyond those in his/her immediate settings.
4. Promotes positive outcomes based on assessment results	0 1 2 3	Doesn't consistently track student progress, or may fail to use assessment results to target student learning needs.	Consistently tracks student progress as part of the lesson plan design; uses formative/summative assessments in instructional designs; documents using assessment results to guide planning and instructional design.	Consistently tracks student progress as part of the lesson plan design; uses multiple sources of assessment results in instructional designs; uses assessment results to design individual strategies for student success/whole-group learning.

Comments:

II. Professional Identity & Continuous Growth	Evaluator Rating	Needs Improvement	Meets Expectations	Exceeds Expectations
	0 = Not Observed	**1**	**2**	**3**
1. Maintains positive attitude in academic and professional settings	0 1 2 3	Interactions with peers, colleagues, or authority figures are at times negative; words or actions are insulting and show contempt for others.	Interactions with peers, colleagues, or authority figures are positive; words or actions are professional in nature.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions; listens to and shows authentic interest in the ideas and opinions of others.
2. Demonstrates professional appearance	0 1 2 3	Appearance, attire and/or cleanliness are often inappropriate.	Appearance, attire, and cleanliness are appropriate.	Is a role model of professionalism through personal appearance, attire, and cleanliness.
3. Acts on constructive feedback from others	0 1 2 3	Is not receptive to constructive comments and/or shows no signs of implementing recommended change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive criticism and actively seeks feedback from others.

	Evaluator Rating	Needs Improvement	Meets Expectations	Exceeds Expectations
4. Conducts self-assessments through reflection to overcome limitations and enhance strengths	0 1 2 3	Shows no evidence of reflecting upon or revising ongoing professional practices, or acknowledging limitations or strengths.	Shows evidence of reflection upon limitations and strengths to revise ongoing professional practices through personal interactions and/or through work products.	Shows evidence of reflection upon limitations and strengths to revise ongoing professional practices through personal interactions and/or through work products, and applies revised practices to create a continuous improvement cycle.
5. Demonstrates self-initiated learning	0 1 2 3	Does not seek out or participate in educational opportunities that encourage further professional growth unless specifically instructed to do so.	Seeks out and participates in educational opportunities that encourage further professional growth; is receptive to learning about new initiatives and experiences.	Seeks out, participates, and positively contributes to educational opportunities that encourage further professional growth; is actively engaged in learning about new initiatives and experiences and sharing them with others.
6. Communicates effectively	0 1 2 3	Fails to communicate accurately; creates confusion or additional burdens on others; tone of communication is not professional or is informally inappropriate.	Initiates accurate communications to avoid potential confusion; uses positive and professional tone in communications.	Proactively and consistently initiates accurate communications to avoid potential confusion; follows up on communications to ensure all those involved are aware of future actions; uses positive and professional tone in communications.
7. Communicates appropriately	0 1 2 3	Enlists participation of inappropriate personnel to seek solutions on his/her behalf.	If unable to resolve problems independently, enlists the help of faculty or staff to identify the appropriate personnel to assist him/her; is aware of "chain of command" in working with others.	Seeks solutions independently and/or identifies the faculty or staff member who can assist; utilizes "chain of command" appropriately to communicate effectively.
8. Meets academic and professional obligations	0 1 2 3	Is late for meetings OR may inconsistently meet deadlines over a defined period of time OR may be unprepared for class/professional tasks that s/he is responsible for.	Is generally on time for meetings and meets established deadlines; if work will be late, the candidate has proactively communicated ahead of time; preparation to complete tasks occurs in a timely manner.	Is on time for meetings and meets or exceeds established deadlines by turning things in ahead of time. Regularly surpasses minimal criteria involved in any class/professional assignment; level of preparation is high.

Comments:

III. Leadership	Evaluator Rating	Needs Improvement	Meets Expectations	Exceeds Expectations
	0 = Not Observed	1	2	3
1. Creates opportunities and **positive change** for the mutual benefit of all involved	0 1 2 3	Does not consistently interact with others in ways that encourage active engagement. Uses destructive criticism, biases, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. Does not reasonably allow others to express ideas.	Consistently interacts with others in ways that encourage active engagement, such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints.	Behaviors consistently communicate respect and understanding of relationship between one's own actions and others. Encourages/supports participation and success for *all*. Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive.
2. Initiates, suggests, and contributes in appropriate ways	0 1 2 3	Does not adequately plan and prepare to fulfill responsibilities. Reflects a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas. Shows a lack of how to contribute appropriately and respectfully in the candidate role.	Takes initiative in seeking, obtaining, and organizing resources. Asks appropriate questions and takes action to achieve goals or solve dilemmas. Shows how to contribute appropriately and respectfully in the candidate role.	Takes initiative in seeking, obtaining, and organizing resources. Asks appropriate questions and takes action to achieve goals or solve dilemmas. Anticipates needs; assists others in obtaining/managing resources. Effectively seeks and obtains add'l resources. Provides leadership in solving dilemmas involving the procurement or distribution of resources. Consistently proactively contributes appropriately and respectfully.

	Evaluator Rating	Needs Improvement	Meets Expectations	Exceeds Expectations
3. Maintains knowledge of and disseminates information about current research and best practices	0 1 2 3	Lack of intellectual engagement with material or others (e.g., peers, instructors, students). Does not discuss or write in ways that demonstrate familiarity with required material (e.g., fails to ask appropriate questions or make thoughtful references to concepts of study).	Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Discussion and writings demonstrate study of required material (e.g., appropriate questions and comments referencing concepts of study). Makes connections between concepts, experiences, and content. Demonstrates an understanding of best practice.	Routinely analyzes, synthesizes and evaluates material, seeks further information, and engages others in intellectual discussion. Creates learning opportunities for self and others beyond immediate realm of responsibility/ expectation. Engages a variety of constituencies (e.g., parents, legislators, business community, and professional association colleagues) in consideration of issues based on theory-, research-, or data- based evidence.

Comments:

IV. Advocacy	Evaluator Rating	Needs Improvement	Meets Expectations	Exceeds Expectations
	0 = Not Observed	1	2	3
1. Supports and empowers individuals from diverse backgrounds	0 1 2 3	Inequitably interacts and responds to diverse students; is unaware of opportunities to develop cross-cultural understandings; is nonresponsive to students' individual differences; misses opportunities to encourage cultural sensitivities and perspectives; neglects to acknowledge or is aware of personal biases or privilege, is unaware of culturally responsive pedagogical practices. Has no knowledge of the impact of structural or institutional oppression or methods of marginalization.	Is aware of the need to interact and respond to all diverse students equitably; attempts to respond to opportunities to develop cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives via acknowledging personal biases and privileges; is aware of culturally responsive pedagogical practice. Has some knowledge of the impact of structural or institutional oppression or methods of marginalization.	Is aware of the need to interact and respond to all diverse students equitably and demonstrates attempts to do so; looks for and responds to opportunities to enhance cross-cultural understandings; integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives via acknowledging personal biases and privileges; is aware of culturally responsive pedagogical practices and attempts to model them. Has full knowledge of the impact of structural or institutional oppression or methods of marginalization.
2. Includes families and other stakeholders in planning for individual success	0 1 2 3	Candidate neglects to acknowledge modes of communication (written and verbal) that work best for families/ caregivers to ensure effective communication for planning individual student success.	Candidate identifies modes of communication (written and verbal) that work best for families/caregivers and utilizes them to ensure effective communication for planning individual student success.	Candidate uses multiple modes of communication (written and verbal) that work best for families/caregivers to ensure effective communication for planning individual success. Alternative and proactive communication strategies are developed when traditional methods of communication prove unsuccessful.
3. Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others	0 1 2 3	Perceives others as having deficits rather than assets and treats them as such; does not engage with others at all levels of abilities; easily frustrated when others don't understand; focuses on high achievers only.	Recognizes the assets and resources that all individuals bring with them; recognizes and engages individuals with all levels of abilities; tries to help/encourage those who need help; is patient and professional when interacting with others; seeks to help and advocate for others.	Recognizes the assets and resources that all individuals bring with them; actively seeks a variety of strategies to engage all individuals in the learning/teaching process; tries various means to help those who don't understand; encourages individuals at all levels; seeks strategies to be more effective as a classroom/school/ organization leader.

Comments:

V. Collaboration	Evaluator Rating	Needs Improvement	Meets Expectations	Exceeds Expectations
	0 = Not Observed	1	2	3
1. Engages in culturally responsive practices in interactions with learners, families, communities, and colleagues	0 1 2 3	Unaware of or rejects culturally responsive practices. Unaware or rejects the awareness of personal biases or prejudices. Sees others who are different from a deficit perspective. Denies the need for culturally responsive practices. Denies oppression/marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, families, communities, colleagues, and instructors.	Aware of culturally responsive practices and sees need for culturally responsive practices. Aware of personal biases or prejudices. Sees others who are different from a perspective of tolerance. Aware that oppression/marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, families, communities, colleagues, and instructors.	Aware of and engages in culturally responsive practices. Aware of personal biases or prejudices and continues to investigate the impact of such. Sees others who are different from a perspective of strength. Engages in and acts on that oppression/marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, families, communities, colleagues, and instructors.
2. Share information and ideas with others	0 1 2 3	Behavior does not reflect an understanding of self as a representative of a group, the profession, or responsible party in the greater society. Repeatedly waits for others to take the lead or hinders progress. Approaches ethical dilemmas from a personal or unitary perspective.	Engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflect an understanding of the relationship between own actions and the advancement of the group, profession, or greater society. Considers perspectives from all stakeholders when solving ethical or other dilemmas.	Consistently engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflect an understanding of the relationship between own actions and the advancement of the profession and greater society. Considers perspectives from all stakeholders when solving professional ethical dilemmas. Leads positive professional or global/societal change through individual and collective activities.
3. Cooperate with university, school, and community personnel	0 1 2 3	Communicates an inability or unwillingness to work with some students, parents or other school or university/community personnel.	Works harmoniously with diverse individuals; is cognizant of the feelings and perceptions of others.	Works harmoniously and effectively with diverse individuals; seeks opportunities to include or show appreciation for those who may be excluded.
4. Collaborate to resolve differences and solve problems respectfully and reflectively	0 1 2 3	Does not provide any substantive suggestions for positive self- improvement and fails to see the need for positive change. Rejects suggestions from others directly or by failing to act. Offers excuses/assigns blame to others for negative results.	Consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances. Is open-minded and positive when receiving feedback from others. Demonstrates the ability to act on suggestions.	Consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances. Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in-depth analysis and synthesis of viewpoints.

Comments:

VI. Ethics	Evaluator Rating	Needs Improvement	Meets Expectations	Exceeds Expectations
	0 = Not Observed	1	2	3
1. Demonstrates honesty, integrity, fairness, respect for others and confidentiality	0 1 2 3	Does not consistently honor the needs and best interests of students, the work setting or profession. Demonstrates unprofessional behaviors related to honesty and integrity or imposition of personal religious or political views upon others. May fail to adhere to some standard of the profession's established code of conduct.	Consistently and appropriately honors the needs and best interests of students, the work setting, and the profession. Demonstrates a pattern of professional behavior related to honesty and integrity, and appropriate separation of personal and professional domains. Adheres to all standards of the profession's established code of conduct.	Consistently and appropriately honors the needs and best interests of students, the work setting, and the profession including a pattern of professional behaviors related to honesty and integrity. Actively seeks/leads opportunities to select/create appropriate new forums to advocate for students/profession. Adheres to profession's code of conduct; is highly respected.

2. Accepts responsibility for personal actions and behaviors	0 1 2 3	Focuses on blaming others rather than seeking solutions; is reluctant to accept responsibility for personal actions/ interactions.	Accepts responsibility for personal actions and interactions.	Accepts responsibility for personal actions and interactions and displays professional maturity; focuses on solutions rather than assigning blame.
3. Creates and maintains appropriate interpersonal relationships in all settings	0 1 2 3	Participates in behaviors that could undermine organizational culture; develops inappropriate interpersonal relationships with students or families or colleagues that undermine professional credibility; Reveals inappropriate sensitive and personal information about himself/herself in the professional setting	Refrains from participating in behaviors that could undermine organizational culture; develops appropriate and professional interpersonal relationships with all stakeholder groups; Reveals general personal information appropriate to a professional setting.	Does not tolerate undermining behaviors; advocates for positive relationships among colleagues and other stakeholders to benefit the organizational culture; develops appropriate and professional interpersonal relationships with all stakeholder groups; Maintains a caring but professional attitude with students/colleagues.

For the following dispositions, please indicate whether the candidate has met each disposition to the <u>best of your knowledge</u>. If you believe the candidate has complied with the following, please select "Yes." To the best of your knowledge, has the candidate:

4. Complied with laws, policies, and procedures	Yes	No
5. Followed professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility	Yes	No
6. Disclosed any unlawful activity upon application to and throughout the program	Yes	No
7. Passed criminal background checks and drug screenings as required	Yes	No
Comments:		

Please upload your completed form to the Google Drive folder shared with you by the Coordinator of Music Education by April 15th.
Thank you for participating in this important process.